DOCUMENT RESUME

ED 334 093 SO 021 189

AUTHOR Bennett, Jack A.
TITLE The Utilization of Instructional Media and Technology in the Teaching of U.S. History: A Research Report.
PUB DATE 2 Nov 90
NOTE 35p.; Paper presented at the meeting of the National Social Science Association (Ft. Lauderdale, FL, November 2, 1990).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Media; Educational Strategies; *Educational Technology; Grade 11; High Schools; *History Instruction; Instructional Materials; Surveys; *Teaching Methods; *United States History; Videotape Recordings
IDENTIFIERS *Georgia

ABSTRACT

This report is from a study designed to determine: (1) the extent to which specific instructional media, technologies, and strategies are used in teaching U.S. history; (2) titles and types of resources found to be effective in teaching U.S. history; and (3) the extent to which history teachers are involved in cooperative activities with school media specialists. Eighty-five U.S. history teachers (eleventh grade) in 18 counties in southeast Georgia were surveyed to determine the extent of media utilization in secondary social studies. Among the types of instructional media, technologies, and strategies examined are: magazines/newspapers, reference books, historical fiction, videotapes, computer software, role-playing, community resources, cooperative learning, and student-produced media projects. Results indicated that videotapes are the most utilized medium of instruction by survey respondents. Another notable result of the study is the documentation of the variety of media, technologies, and strategies employed by the teachers of U.S. history. Twelve tables, a list of references, and three appendices are included. (DB)

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The Utilization of Instructional Media and Technology in the Teaching of U.S. History: A Research Report

by

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Paper presented at the meeting of the National Social Science Association, November 2, 1990, Ft. Lauderdale, Florida

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The Utilization of Instructional Media/Technology in the Teaching of U.S. History

INTRODUCTION

Social science courses typically rely upon an abstract teaching tool--the textbook. In order to maintain student interest and provide concrete learning, teachers may employ a variety of instructional resources and strategies. Banks (1990) indicated that multiple information sources reinforce learning which is derived from diverse perspectives and provide stimulation to the various senses. He properly stated, "...no one data source, including the textbook, the field trip, or the dramatized experience, is appropriate for each learning situation and purpose" (p. 236).

The education of secondary teachers has been characterized by Lasley and Applegate (1982) as operating under these prevailing assumptions: the secondary teacher must be a content specialist, the secondary teacher teaches best by telling, and all students are the same. Likewise, vonEschenbach and Ley (1984) reported findings that secondary teachers are less likely than elementary teachers to accept and implement individual and student-centered learning activities.

Purposes of the Study

The purposes of the study were to determine: (1) the extent to which specific instructional media, technologies, and strategies are used in teaching U.S. History, (2) titles and types of resources found to be effective in teaching U.S. History, and (3) the extent to which history teachers are involved in cooperative activities with school media specialists.

Justification for the Study

Educators seek ways to develop and improve professionally. The reporting of instructional resources and strategies which are utilized by colleagues may provide a catalyst for teachers to consider other approaches. Likewise, such information can be useful to teacher educators by providing concrete examples for media, methods, and curriculum classes.

Research Questions

The study was designed to answer the following questions relative to the teaching of U.S. History:

1. To what extent are the following media materials utilized: magazines and newspapers, reference books, historical fiction, videotapes, and computer software?

2. To what extent are the following resources and strategies utilized: community resources, role-playing, student-produced media, and cooperative learning?

3. How do teachers rate the quality and quantity of available library media materials in the area of U.S. History?

4. To what extent do high school history teachers cooperate with school library media specialists in the following areas: collection development, instructional design, and teaching information access skills?

5. To what extent are instructional media, technologies, and strategies utilized by high school history teachers when years of experience and level of certification are considered?

RELATED LITERATURE

The role of instructional media and technology in learning has been influenced by cognitive psychology (Heinich, Molenda, & Russell, 1989). Students are able to take a more active role in the learning process as they use new experiences to fit in with and expand existing mental structures. Media-related activities also support three models of strategic teaching and cognitive instruction as identified by Alvermann (1987): focus on higher-order thinking (interpreting and evaluating information), importance of background knowledge (linking old and new information), and promotion of strategic teaching and learning (constructing meaning through inquiry and problem solving).

Instructional strategies and the selection and utilization of media resources are usually emphasized in methods texts. Professional journals not only describe applications of standard methods, but also

provide information regarding emerging technologies. Both sources were consulted to develop a basis for the study.

Magazines/Newspapers

Banks (1990) suggests several uses for magazines and newspapers. Those items can serve to supplement and enrich textbooks by updating information, by providing relevancy to current events, and by extending concepts to the local community. Magazines and newspapers are also a source for pictures, cartoons, charts, and tables.

Reference Books

Reference books such as encyclopedias, almanacs, and specialized social science sources provide a basis for research papers, projects, and special reports. Banks (1990) places an emphasis on acquiring the necessary reference and research skills to utilize library resources. The Quality Core Curriculum in Georgia identifies these skills as information access skills. The QCC infuses reference and research skills in all strands across the curriculum with an emphasis on cooperative planning and teaching between the classroom teacher and the school library media specialist.

Historical Fiction

The merits of historical fiction books in teaching history have been identified by Cain (1983): (1) material is presented about the "grass roots" happenings of a particular people in a particular place during a particular time, (2) material is presented which describes people facing real problems, and (3) material is presented which permits the reader to study ideals and values of a particular time. For these reasons, fiction serves to humanize historical events and figures.

Videotapes

The use of videotapes in history teaching brings both real and dramatized events into the classroom. A study by Tannahill (1989) concluded that videotapes were a popular tool among social studies teachers in

small school districts and were used primarily for supplemental purposes. Georgia teachers now have access to 24 social studies series through the Department of Education's instructional television collection (1990).

Computer Software

Computer software has been utilized for individualized, small group, and full-class instruction. A study conducted by Russell (1989) found that simulation was the most popular type of software utilized by secondary social studies teachers. The teachers also believed that simulations were more effective than data bases in improving student attitude. Two other studies, however, confirmed the value of using data bases for information processing and data analysis skills (White, 1987; Rawitsch, 1988). Faulk (1989) demonstrated the effectiveness of a teacher/single computer approach in the classroom as compared with both individual computerized instruction and traditional teacher-centered instruction.

Role-Playing

Role-playing, dramatizing, and simulation are useful for creating an understanding of events and decisions. Each of these techniques according to Banks (1990) and Dianna (1983) enables students to relive critical events and to understand perspectives, values, attitudes, and viewpoints of other people. Both agree that "debriefing" is an important part of such activities.

Community Resources

The community can be used as a learning resource through field trips or through special class speakers. Kracht and McGuire (1983) stress the importance of interacting with the students' immediate environment in order to make history come alive. In addition to human resources, Sprague (1987) suggests using old maps, photographs, scrapbooks, postcards, and yearbooks for community study.

Cooperative Learning

Cooperative learning can be a useful strategy in the history classroom. Based on several research studies, Slavin (1987) found that cooperative learning methods have both academic and social benefits across various subjects and grade levels. James (1989) believes that cooperative learning teaches students "... to collaborate, communicate, and be responsible, productive individuals" (p. 101). Content, problem solving, and social skills can all be taught through cooperative learning techniques.

Student-Produced Media Projects

Student projects such as posters, videos, slides, and photographic essays provide opportunities for creative expression of the history content being studied. Video projects can be combined with role playing activities or with community studies while providing for curricular integration and a variety of learning styles (Bennett, 1988).

Summary

The media, technologies, and strategies which provided a basis for the study were selected to give a mix of print and non-print media, newer electronic technologies, and current strategies. Examples of the three roles of school library media specialists were included in the study to determine cooperative activities between history teachers and media specialists. These roles have been delineated as information specialist, teacher, and instructional consultant (Information Power, 1988).

PROCEDURES

Data for the study were gathered through a survey questionnaire completed by high school teachers of U.S. History. The design and content of the instrument were validated by a group of teachers with backgrounds in school media and/or social science.

Description of the Instrument

The questionnaire consisted of 17 items (see Appendix A). The first two items inquired about years of experience and level of teacher certification. Respondents indicated on items 3-12 the instructional media, technologies, and strategies they had utilized with U.S. History classes. For each item marked, they indicated two titles or examples found to be most effective. Items 13-17 dealt with library media collection evaluation, collection development activities of the history teacher, and cooperative consulting and teaching between the library media specialist and the history teacher.

Description of the Population

In order to determine the extent of media utilization in secondary social science in a consistent manner, the discipline of U.S. History was selected since that course is required of all eleventh grade students in Georgia. The survey covered 18 counties in southeast Georgia and included 85 teachers in 28 public high schools (see Appendix B). Since applied research of a regional nature was desired, a cluster sample was used. Therefore, the results may not be representative of secondary U.S. History teachers in general. However, the data are useful for regional evaluation and planning.

Procedures Followed

School library media specialists assisted the researcher by identifying the teachers of U.S. History in their respective high schools. The researcher agreed to share the results of the study with the teachers and media specialists.

A survey questionnaire, cover letter, and postage-paid return envelope were distributed to each teacher in the sample in Spring, 1990. Prior to the deadline, a memo was sent to media specialists to remind teachers to return the completed instrument.

Fifty-eight questionnaires were completed for a return rate of 68 percent. The data were entered into a database program, and the titles/examples cited were entered into a word processing program.

FINDINGS

The only demographic data sought from the respondents were the number of years they have taught U.S. History and the level of social science certification held. One teacher did not supply the demographic data (items 1 and 2). All respondents answered all other items with the exception of one teacher who did not answer item 17.

Teaching Experience

The data summarized in Table 1 indicate that the teachers, as a group, are highly experienced. Ten or more years of experience were reported by 63 percent; 77 percent have seven or more years of experience. Newer teachers comprised 21 percent of the total, with only one teacher in the 4-6 year range.

Table 1. Experience teaching U.S. History (N = 57)

Years	Number	Percent
1-3	12	21.1
4-6	1	1.7
7-9	8	14.0
10+	36	63.2

Certification Level

The level of certification in social science teaching is reported in Table 2. Over 61 percent hold graduate level certification, with 47 percent holding the 5th year level and 14 percent holding the 6th year level; no 7th year (doctoral level) was reported. Over 38 percent hold level 4 certification.

Table 2. Teaching certificate held
(N = 57)

Level	Number	Percent
4	22	38.6
5	27	47.4
6	8	14.0
7	0	0.0

Research Question 1

To what extent are the following media materials utilized: magazines and newspapers, reference books, historical fiction, videotapes, and computer software?

The respondents indicated in items 3-8 which type of media materials they had used in teaching U.S. History. The resulting data were arranged in rank order and are displayed in Table 3.

Table 3. Rank order of media utilization
(N = 58)

Rank	Medium	Number	Percent
1	Videotapes	55	94.8
2	Magazines/Newspapers	52	89.6
3	Reference Books	46	79.3
4	Historical Fiction	25	43.1
5	Software: Individual	10	17.2
6	Software: Full-class	3	5.2

Videotapes, magazines and newspapers, and reference books were each used by a majority of the teachers. The use of historical fiction was ranked fourth. Two modes of computer software utilization were queried: software use for individual or small group instruction and software use for full-class instruction (single computer with large monitor). The individual/small group mode was used to a greater extent than the full-class mode. A closer inspection of the data indicated that two teachers utilized all six types of media materials.

Titles of effective media resources were listed by the respondents and are included in Appendix C. The 18 magazine titles indicate both current and historical content. The 10 newspaper titles reflect local, state, and national perspectives. The 34 reference titles indicate the use of standard resources. After eliminating non-fiction titles from the responses, a list of 22 historical novels resulted; the regional influence of Eugenia Price is noted. The 60 videotape titles include both individual program titles and series titles representing various time periods, events, and people in U.S. History. The 10 computer software titles include simulation, database, game, and utility modes.

Research Question 2

To what extent are the following resources and strategies utilized: community resources, role-playing, student-produced media, and cooperative learning?

The respondents indicated in items 9-12 which type of resources and strategies they had used in teaching U.S. History. The resulting data were arranged in rank order and are displayed in Table 4.

Table 4. Rank order of strategies
(N = 58)

Rank	Strategy	Number	Percent
1	Community Resources	32	55.2
2	Role-Playing	25	43.1
3	Student Media	24	41.4
4	Cooperative Learning	15	25.9

Slightly over one-half of the teachers reported the use of community resources. Role-playing and student-produced media projects were utilized by nearly an equal number. Cooperative learning activities were used to a lesser extent. A closer inspection of the data indicated that seven teachers utilized all four types of resources and strategies.

Examples of effective resources and strategies were listed by the respondents and are listed in Appendix D. The 25 community resources reflect both field trips and special speakers. The 32 role-playing situations include dramatization and simulation activities and the use of commercial packages. The 16 student-produced media projects encompassed several production and presentation techniques on a variety of topics. The seven cooperative learning activities include reporting, tutoring, reviewing, and surveying.

Research Question 3

How do teachers rate the quality and quantity of available library media materials in the area of U.S. History?

The respondents indicated in items 13 and 14 their judgement regarding the quality and quantity of the materials available in their respective school library media center. The results are displayed in Tables 5 and 6. The quality of media center materials in U.S. History was rated as "good" or "excellent" by 67 percent of the teachers while the quantity of the materials was rated as "good" or "excellent" by 60 percent. Approximately 30 percent rated both the

quality and quantity as "fair" with only a small number rating both measures as "poor."

Table 5. Quality ratings of library media materials in U.S. history (N = 58)

Rating	Number	Percent
Excellent	13	22.4
Good	26	44.8
Fair	17	29.3
Poor	2	3.5

Table 6. Quantity ratings of library media materials in U.S. history (N = 58)

Rating	Number	Percent
Excellent	13	22.4
Good	22	37.9
Fair	18	31.0
Poor	5	8.6

Research Question 4

To what extent do high school history teachers cooperate with school library media specialists in the following areas: collection development, instructional design, and teaching information access skills?

The responses to item 15 relate to collection development. As can be seen in Table 7, frequent recommendations for purchasing library media materials were reported by 43 percent of the teachers, while about 38 percent indicated making occasional recommendations. Approximately 19 percent indicated

lesser involvement (rarely or never) in collection development.

Table 7. Recommendation of library media materials for purchase (N = 58)

How Often	Number	Percent
Frequently	25	43.1
Occasionally	22	37.9
Rarely	10	17.2
Never	1	1.7

The responses to item 16 relate to instructional design. As indicated in Table 8, only 29 percent utilized the media specialist on a frequent basis as an instructional consultant in the selection and use of media in support of specific instructional objectives. Approximately 55 percent indicated occasional use of the consultative role. The remaining 15.5 percent indicated lesser involvement (rarely) in cooperative instructional design.

Table 8. Use of media specialist as instructional consultant (N = 58)

How Often	Number	Percent
Frequently	17	29.3
Occasionally	32	55.2
Rarely	9	15.5
Never	0	0.0

The responses to item 17 relate to teaching information access skills. As indicated in Table 9, only 28 percent utilized the media specialist on a frequent basis as an instructor in reference and research skills in support of specific student assignments. Almost 46 percent indicated occasional use of the instructional role. The remaining 26 percent indicated lesser involvement (rarely or never) in cooperative planning and teaching of information skills.

Table 9. Use of media specialist as instructor of information access skills (N = 57)

How Often	Number	Percent
Frequently	16	28.1
Occasionally	26	45.6
Rarely	14	24.5
Never	1	1.8

Research Question 5

To what extent are instructional media, technologies, and strategies utilized by high school history teachers when years of experience and level of certification are considered?

The data were sorted by responses to the demographic items relative to years of experience teaching U.S. History and level of teaching certificate held in social science. First, responses of teachers indicating fewer than 10 years experience were compared with responses of teachers indicating 10 or more years of experience (see Table 10). Then, responses of teachers indicating the basic level of certification were compared with responses of teachers indicating advanced levels of certification (see Table 11). Finally, increases and decreases were tallied and are displayed in Table 12.

Table 10. Extent of utilization based on years of experience teaching U.S. History (N = 57)

	1 - 9 Yrs. (N = 21)	10+ Yrs. (N = 36)
Magazines/Newspapers	90.5%	88.9%
Reference Books	71.4%	83.3%
Historical Fiction	14.3%	58.3%
Videotapes	87.5%	100.0%
Software: Individual	9.5%	19.4%
Software: Full-class	4.8%	5.6%
Role-Playing	33.3%	47.2%
Community Resources	47.6%	58.3%
Cooperative Learning	14.3%	30.6%
Student-Produced Media	33.3%	41.7%
Quality of Collection*	2.48	3.06
Quantity of Collection*	2.24	3.00
Recommend Purchases**	2.81	3.47
Media Spec./Consultant**	3.00	3.22
Media Spec./Instructor**	2.85	3.08

*Mean based on Excellent = 4, Good = 3, Fair = 2, Poor = 1

**Mean based on Frequently = 4, Occasionally = 3, Rarely = 2, Never = 1

Table 11. Extent of utilization based on level of certification in social science (N = 57)

	4th (N = 22)	5th/6th (N = 35)
Magazines/Newspapers	86.4%	91.4%
Reference Books	63.6%	88.6%
Historical Fiction	27.3%	51.4%
Videotapes	86.4%	100.0%
Software: Individual	22.7%	11.4%
Software: Full-class	9.1%	3.7%
Role-Playing	31.8%	48.6%
Community Resources	50.0%	57.1%
Cooperative Learning	27.3%	22.9%
Student-Produced Media	36.4%	40.0%
Quality of Collection*	2.68	2.94
Quantity of Collection*	2.59	2.80
Recommend Purchases**	3.05	3.34
Media Spec./Consultant**	3.09	3.17
Media Spec./Instructor**	2.95	3.06

*Mean based on Excellent = 4, Good = 3, Fair = 2, Poor = 1

**Mean based on Frequently = 4, Occasionally = 3, Rarely = 2, Never = 1

Table 12. Increase (+), decrease (-), or no change (NC) between levels of certification and experience for 15 items

	Experience	Certification
Magazines/Newspapers	NC*	NC*
Reference Books	+	+
Historical Fiction	+	+
Videotapes	+	+
Software: Individual	+	_
Software: Full-class	NC*	_
Role-Playing	+	+
Community Resources	+	+
Cooperative Learning	+	NC*
Student-Produced Media	+	NC*
Quality of Collection	+	NC**
Quantity of Collection	+	NC**
Recommend Purchases	+	NC**
Media Spec./Consultant	NC**	NC**
Media Spec./Instructor	NC**	NC**
Total Items Showing Increase	11	5

*NC = < 5% difference
**NC = < .5 point difference

Allowing for a 5% variance in percentages and a one-half point variance in mean ratings, 11 items showed an increase and four items indicated no change when comparing less than 10 years experience with 10 or more years. When advanced certification levels (5th and 6th) are considered, two items showed a decrease from the basic level 4 certification: computer software for individual use and computer software for full-class use. The utilization of computer software is a relatively new concept which may not have been included in graduate education. Five items showed an increase with nine items indicating no change. This may indicate that experience, rather than advanced certification, is a stronger influence in media utilization. However, experience includes many variables which cannot be easily isolated: actual teaching experience, attendance at workshops, in-service education, and graduate education.

SUMMARY AND CONCLUSIONS

The study was designed to answer the following questions relative to the teaching of U.S. History:

1. To what extent are the following media materials utilized: magazines and newspapers, reference books, historical fiction, videotapes, and computer software?

2. To what extent are the following resources and strategies utilized: community resources, role-playing, student-produced media, and cooperative learning?

3. How do teachers rate the quality and quantity of available library media materials in the area of U.S. History?

4. To what extent do high school history teachers cooperate with school library media specialists in the following areas: collection development, instructional design, and teaching information access skills?

5. To what extent are instructional media, technologies, and strategies utilized by high school history teachers when years of experience and level of certification are considered?

Data for the study were gathered through a survey questionnaire completed by high school teachers of U.S. History. The survey covered 18 counties in southeast Georgia and included 85 teachers in 28 high schools. Fifty-eight questionnaires were completed for a return rate of 68 percent.

Discussion

The study indicated that videotapes are the most utilized medium of instruction. Videotapes provide concrete experiences through documentaries and dramatizations in a format which appeals to students. Additionally, videotapes are easily available through the state instructional television system which provides teacher manuals and copyright clearance for several program titles. The utilization of print media such as magazines, newspapers, reference books, and--to a lesser extent--historical fiction, were indicated by several respondents. Computer software for both individual and full-class instruction was only slightly used.

Several respondents indicated the use of community resources, role-playing, and student-produced media projects. Cooperative learning was used to a lesser extent. The high level of community resources was unexpected given the logistics involved with field trips and special speakers.

The teachers indicated a higher level of satisfaction with the quality of library media center materials than with the quantity of the materials. This was expected given the limited budget of most school media centers. Since 80 percent of the teachers responded that materials are "frequently" or "occasionally" recommended for purchase, they believe the collection represents quality selections.

While both the consulting and teaching roles of the school media specialist were utilized by a large majority of teachers, the instructor role was utilized to a lesser extent. This was surprising since U.S. History provides many opportunities for teaching information access skills for reference and research.

The listing of specific titles and examples of resources and strategies represent a myriad of activities. Perhaps that is the most notable result of the study--the variety of media, technologies, and strategies utilized by the teachers of U.S. History. Teaching experience appears to strongly influence the utilization of these instructional resources.

Since the study utilized a cluster sample, the results may not be applicable to general situations. However, the information can be useful as an exchange of ideas among classroom teachers. Additionally, the information can provide concrete examples for pre-service teachers as to actual practices in the field.

Suggestions for Further Research

Further study is needed to compare the results from predominately rural Georgia with the metropolitan Atlanta area. Differences may exist between the perceived "two Georgias."

Likewise, a study is needed of school budgets in the area of instructional support. Budgetary constraints impact available classroom resources.

A related study is needed to determine reasons for using or not using the various instructional media, technologies, and strategies. Utilization may be affected by budgetary constraints, lack of training, or other job-related factors.

A similar study is needed to compare high schools, middle schools, and elementary schools. Data from such a study would assist in curriculum alignment.

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APPENDIX A

SURVEY OF U.S. HISTORY TEACHERS

Circle the appropriate response:

1. Years of experience teaching U. S. History:

   1-3 4-6 7-9 10+

2. Highest level teaching certificate held in social science discipline:

   4 5 6 7

Indicate with an "X" which of the following media or teaching strategies you have utilized with your U. S. History classes. For each item you mark in #3 - #8, please indicate two titles, and in #9 - #12 two examples, which have been most effective.

3. _____ Library Media Center magazines/newspapers

   Title:

   Title:

4. _____ Library Media Center reference books

   Title:

   Title:

5. _____ Historical fiction books

   Title:

   Title:

6. _____ Videotapes from school collection

   Title:

   Title:

7. _____ Computer software for individualized or small group instruction

   Title:

   Title:

8. _____ Computer software for full-class instruction (single computer/large monitor)

   Title:

   Title:

9. _____ Role-playing situations

   Example:

   Example:

10. _____ Community resources

    Example:

    Example:

11. _____ Cooperative learning activities

    Example:

    Example:

12. _____ Student-produced media projects (posters, videos, slide/tapes, photo essays, etc.)

    Example:

    Example:

Circle the appropriate response for each of the following:

13. Overall, how would you rate the quality of the U. S. History materials in your library media center collection?

    Excellent Good Fair Poor

14. Overall, how would you rate the quantity of the U. S. History materials in your library media center collection?

    Excellent Good Fair Poor

15. How often do you recommend library media materials for purchase?

    Frequently Occasionally Rarely Never

16. How often do you use the library media specialist as an instructional consultant in the selection and use of media in support of specific instructional objectives?

    Frequently Occasionally Rarely Never

17. How often do you use the library media specialist as an instructor of information access skills (library media skills) in support of specific student assignments?

    Frequently Occasionally Rarely Never

APPENDIX B

PUBLIC HIGH SCHOOLS IN SURVEY

Appling County H. S.
Baxley, Georgia

Beach H. S.
Savannah, Georgia

Bradwell Institute
Hinesville, Georgia

Brunswick H. S.
Brunswick, Georgia

Bryan County H. S.
Pembroke, Georgia

Burke County H. S.
Waynesboro, Georgia

Claxton H. S.
Claxton, Georgia

Effingham County H. S.
Springfield, Georgia

Glynn Academy
Brunswick, Georgia

Groves H. S.
Savannah, Georgia

Jeff Davis H. S.
Hazlehurst, Georgia

Jenkins County H. S.
Millen, Georgia

Jenkins H. S.
Savannah, Georgia

Johnson H. S.
Savannah, Georgia

McIntosh County Academy
Darien, Georgia

Metter H. S.
Metter, Georgia

Portal H. S.
Portal, Georgia

Richmond Hill H. S.
Richmond Hill, Georgia

Savannah H. S.
Savannah, Georgia

Screven County H. S.
Sylvania, Georgia

Southeast Bulloch H. S.
Brooklet, Georgia

Statesboro H. S.
Statesboro, Georgia

Swainsboro H. S.
Swainsboro, Georgia

Toombs County H. S.
Lyons, Georgia

Treutlen County H. S.
Soperton, Georgia

Vidalia H. S.
Vidalia, Georgia

Wayne County H. S.
Jesup, Georgia

Windsor Forest H. S.
Savannah, Georgia

APPENDIX C

MATERIALS, RESOURCES AND STRATEGIES CITED BY TEACHERS

Magazines and Newspapers

American Heritage
American History Illustrated
Civil War Times
Consumer Reports
Current History
Ebony
Foreign Affairs
National Geographic
Newsweek
People Weekly
Reader's Digest
Smithsonian
Time Magazine
U.S. History Journal
U.S. History Magazine
U.S. History Illustrated
U.S. News and World Report
World and I

Atlanta Constitution
Atlanta Journal
Augusta Chronicle
Brunswick News
Christian Science Monitor
Dublin Courier Herald
Macon Telegraph
New York Times
Savannah News-Press
USA Today

Reference Books

Album of American History
American Destiny: Illustrated Bicentennial History of the U.S.
American Heritage Series
American Historical Images on File
Annals of American History

Atlas of the Civil War
Books of the Decades
Chronology of American Presidents
Comptons Encyclopedia
Congressional Digest Guide to Congress
Congressional Digest Guide to the Supreme Court
Dictionary of American Biography
Dictionary of American History
Documents of American History
Encyclopedia Americana
Encyclopedia Brittanica
Encyclopedia of American History
Eyewitness: The Negro in American History
Facts About the Presidents
Facts on File
Great Books of the Western World
Hammond's Atlas
Life History of the United States
Magill's History of North America
Maps on File
Negro History Almanac
Presidential Anecdotes
Readers Guide
Story of America as Reported by Newspapers, 1690-1965
Time-Life Series (WW II and Vietnam)
United States Government Manual
Who Was Who in U.S. History
World Almanac
World Book Encyclopedia

Historical Fiction Books

Crane, S. Red Badge of Courage
Dreiser, T. An American Tragedy
Fitzgerald, F. S. The Great Gatsby
Fitzgerald, F. S. The Last Tycoon
Forbes, E. Johnny Tremain
Hunt, I. Across Five Aprils
Jakes, J. Kent Family Series
Machiavelli, N. The Prince
Mitchell, M. Gone With the Wind
Orwell, G. Animal Farm
Orwell, G. 1984
Price, E. Lighthouse
Price, E. New Moon Rising
Price, E. Savannah

Price, E. To See Your Face Again
Remarque, E. All Quiet on the Western Front
Sinclair, U. The Jungle
Solzhenitsyn, A. One Day in the Life of Ivan Denisovich
Stowe, H. B. Uncle Tom's Cabin
Swift, J. Gulliver's Travels
Tolstoy, L. War and Peace
Winsor, K. Forever Amber

Videotapes From School Collection

Afro-American History (series)
America: The Shaping of the American Nation (series)
American History (series)
American Lifestyle (series)
America Past (series)
A Morning in April
Anne Hutchinson
Aspects of American Law (series)
Autobiography of Miss Jane Pittman
Blitzkrieg to the Bomb
Bound for Glory
Civil Rights: Yesterday, Today, and Tomorrow
Civil War (series)
The Cold War
Cuban Missile Crisis
The Day After
Diary of Anne Frank
Eyes on the Prize
Frederick Douglass
Georgia Heritage: Cyclorama
Gideon's Trumpet
Gone With the Wind
The Grapes of Wrath
Great Americans: Martin Luther King, Jr.
The Great Depression
The Great Gatsby
The Great Powers
The Great War
Hamilton and Jefferson on Democracy
History of U.S. Foreign Relations (series)
Hitler's Germany
The Home Front
Independence
Inherit the Wind
Kitty: Return to Auschwitz

The Labor Union Movement
Louis Armstrong: Gentle Giant of Jazz
The Making of a Nation (series)
Marbury v. Madison
The 1930's
Opening the West
Prelude to War
Pearl Harbor, December 7, 1941
Profiles in Courage (series)
Prologue to War: WW I and WW II
Reconstruction
The Rise and Fall of the Third Reich
Supreme Court Decisions: Brown v. Board of Education of Topeka
Ten Who Dared (series)
Three Sovereigns for Sarah
The Truman Years
Twentieth Century History (series)
U.S. in the 20th Century (series)
Vietnam: A Television History (series)
Vietnam: The War That Divided the Nation
Walk Through the 20th Century (Bill Moyers series)
Why We Fight
World at War
World War I (series)
World War II (series)

Computer Software

"American Foreign Policy"
"The Civil War: Simulation"
"MECC Writer"
"The Presidency"
"The Presidential Database"
"U.S. Constitution"
"U.S. History Facts"
"U.S. History Test Bank"
"Western Civilization"
"Where in the USA is Carmen Sandiego?"

Role-Playing Situations

Newscast of events of Korean War
Events leading to WW I in form of two-act play
Assume role of implementing policies of T. Roosevelt, F. Roosevelt, W. Wilson, and G. Washington
Who am I?
Dramatization of slave revolt; immigrants coming to America
Pilgrims/explorers
Peace conference (World War I)
Strikes (why unions use them)
Political reform (initiatives, referendums)
Major Supreme Court cases
Scenes/thematic events from different phases of American History
Put yourself in a slave situation
You are President--what do you do?
The Constitutional Convention
Campaign techniques
Role-play stories from historical magazines
Family life in 1930's depression
Criminal trials
Legislative sessions
Decision to use atomic bomb
Issues of states rights v. federal authority
King's civil rights activities
Cuban missile crisis

Specific titles cited:
- "Guns and Butter"
- "Interact: Impeachment of Andrew Johnson"
- "Interact: Trial of Anne Hutchinson"
- "Interact: Trials"
- "Interact: Peace"
- "Twenty Short Plays for American History"
- "Stockmarket Game"
- "Independence Game"

Community Resources

Local veterans (World War II, Korean, Vietnam)
Local persons who lived through the '30's Depression
Oral history interviews with senior citizens
Tax Commissioner
Civil rights workers of the '60's

Local government officials
State Representative
Professors from nearby college
Area libraries
Courthouse
Local historical sites
Historic Savannah
Massie Interpretive Educational Center
Fort Stewart Museum
Sunbury
Fort Frederica
Georgia Power
Banks
Lawyers
Voter registrar
Use of county voting machines
Probate Court judge
Mayor
Newspaper editor
Local resident who showed China travel slides

Cooperative Learning Activities

Group reports
Group discussion and analysis
Group preparation and teaching of a unit
Student tutoring
Review games and study guides
Conduct surveys and interviews
Coordinated units in U.S. History and American Literature

Specific topics cited:
- Revise the Articles of Confederation
- The making of the Constitution
- The industrialization of America
- Building a canal
- Constitutional cases
- Progressive reforms
- Forms of business organizations
- Colonial Dames essay contest
- Model United Nations

Student-Produced Media Projects

Display posters
Posters for oral reports
Scrapbooks
Photo essays
Videotape group presentations and dramatizations
Audiotape oral history interviews
Media festival slide presentation
Student preparation of teaching unit including lecture, poster, test, and worksheet
Slide show productions
Videotape productions
Student presentations with charts and/or pictures
Produce newspapers from the past--headline events
Bring in historical items, collectibles, or artifacts
Visual art projects (any medium)
Bulletin boards
Overhead transparencies

Specific topics cited:
- Scrapbooks of states
- Presidential posters
- Posters to support war effort during WW I
- WW I cartoons
- Political satire cartoons
- Preventing Nuclear War (student-produced computer program)
- Political corruption
- Economic issues
- Female/male role models
- Video production of murder case for Law Day
- Progressive Era compared to today's social ills
- Social Science Fair
- Musical heritage, 1890-1940